



Teacher	Kelsey Elliott
School/District	Nashwaaksis Middle School
Subject Areas	English Language Arts
Grade Level	7 FGI
Lesson Duration	90 minutes [2 class periods]
Date Submitted	March 29, 2011

Lesson Title	"The Visitor" by Christine Pinsent-Johnson – examining plot, point of view, and conflict
Academic Standards	
Technology Standards	Accessing shared files on the school's network; using netbooks; submitting work to the shared folder
Lesson Outcome What purposes and objectives does the lesson address? How does the lesson address the provincial curriculum objectives?	From the New Brunswick ELA Curriculum: -listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details -contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk -demonstrate active speaking and listening skills
Teaching Strategy Describe the teaching strategy (s) you will use.	Reading aloud followed by individual work.
Relationships (Groupings, Climate, Culture) What are the roles of the teacher and the students? What kinds of interactions/relationships are needed for the lesson? Will students work in pairs, in groups? Is the climate open,	The teacher will introduce the lesson and guide the reading aloud. Then students will work independently on a worksheet.

investigative?		
Lesson Map 1. What will cause students to want to engage with the lesson?? 2. What will the students be learning in the lesson? What are the instructional activities or steps necessary for students to learn the content? 3. How will you apply higher order thinking (Bloom's taxonomy) to the content that you expect students to learn? 4. Will you provide students with opportunities to reflect on their learning? How will student work resulting from the lesson be evaluated? How will student students, teachers, parents, administrators, and others know that productive work has been accomplished and that the learning standards were reached or exceeded?	1. Prior Learning - Motivator (Warm –Up) /Introduction [10 mins] For prior learning, students will write a journal entry on a prompt from the textbook <i>Actions and Reactions</i> [pg.88]. Then for the hook I will ask students who has seen a moose and who went to Douglas Elementary School. 2. Content (Tasks & Activities) – Support Learners [25 mins] Reading the short story “The Visitor” out loud as a class. The teacher will call on different students to read sections of the story. The teacher can also read a few sections. [Knowledge] 3. Thinking (Student Activities That Engage Learners In Higher Order Tasks [45 mins] Students will work individually to complete a worksheet on plot, point of view, and conflict. [Comprehension, Analysis, Application] 4 Reflection (Assessment(s)) The teacher will collect the worksheets [electronically] and mark them to determine how well students are grasping these three elements of short stories.	
Resources Needed	Content Resources <i>Actions and Reactions</i> textbook; part of worksheet activity taken from Boardman Moen, Christine. (2002). <i>25 Fun and Fabulous Literature Response Activities and Rubrics</i> . Google Books.	Web Resources
	Handouts Worksheet [accessed electronically via the student-teacher shared folder]	

	<i>Hardware</i> Students' netbooks	<i>Other Media</i>
Lesson Plan Reference		
Differentiation/ Adaptation/Level / Enrichment / Remediation	<p>If students finish the worksheet before class is over, they may read a short story of their choice from the text book.</p> <p>Students can complete the worksheet on their netbooks; therefore, students who struggle with writing can finish the sheet more easily.</p> <p>One student in the class is on a special behavior plan. Ensure that he is following along and completing the sheet.</p>	

Based on template found at <http://www.teacheruniverse.com/tools/lessonplanner.html>